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ABSTRACT

This guide for high school-age students with mild disabilities encourages students to be involved in planning their future. Students complete exercises that promote their involvement in transition planning and help them start thinking about decisions for the future. Consideration is given to: the student's dreams for the future, supports for the student, the individualized transition plan and who might be involved, where the student might live in the future, skills and education needed for employment, free time, helping others in the community, transportation within the community, desired postschool outcomes, learning styles, requirements for graduation, and making one's dreams come true. Brief information is provided about the Individuals with Disabilities Education Act. Types of housing options are identified, including geographic choices, types of housing, and alternative living arrangements. Questions are provided to help the student clarify what type of work would be appealing, and the level/type of training required for various job categories is specified. Skills for independent living, work, leisure, and community participation are also identified. The teacher's guide provides exercises to help high school age students with mild disabilities plan for the future. Teachers are encouraged to incorporate their own activities to suit students' needs and abilities. (SW)

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ED 385 974

# Dare to Dream

## A Guide to Planning Your Future

A Student's Guide to Transition Planning

Florida Department of Education
Division of Public Schools
Bureau of Student Services and Exceptional Education (BSSEE)
1995

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# Dare to Dream

## A Guide to Planning Your Future

A Student's Guide to Transition Planning

This product was developed by Project Career Development and Transition as a part of Florida Network: Information and Services for Adolescents and Adults with Special Needs, funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Student Services and Exceptional Education (BSSEE), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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# A Guide to Planning Your Future

A Student's Guide to Transition Planning

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Santa Fe High School
Alachua, Florida

Vince Perez
Transition Coordinator
School Board of Alachua County

# Planning Your *Dreams*

# Introduction

The time has come to begin thinking about your future. The activities in this booklet will help you make decisions about your life after you leave high school.

Throughout this book, you will find **Dare to Know** boxes (like the one below) that give you important information you need to know to plan your dream. Make sure you take time to read this information.

**We dare you!**

### Dare to Know

**Q:** Hey! What is the big IDEA?

**A:** IDEA is the *Individuals with Disabilities Education Act*, formerly the Education of the Handicapped Act (EHA). In October 1990, the United States Congress amended the EHA. The amendments resulted in a name change from EHA to IDEA. The term "handicapped children" was changed to "individuals with disabilities," and transition was listed as one of the *service areas* to be addressed on Individual Educational Plans (IEP).

## Your Transition

You are in the process of going through the transition from being a student to becoming an adult member of your community. The activities in this booklet have been designed to help you plan for your future.

### Dare to Know

**Q:** What is *transition*?

**A:** *Transition* is the process of changing from one state or style to another. In your case, it is the process of changing from a high school student to a productive adult in your community.

## Your Dream

What is your dream? What kind of job would you like to have? What kinds of things do you like to do for fun? How will you get around in your community? This booklet has been designed to help you answer these and other questions by helping you write your desired postschool outcome statement and take an active role in your own Transition IEP.

### Dare to Know

**Q:** What is a *desired postschool outcome statement*?

**A:** The *desired postschool outcome statement* is your dream about what you would like to be doing one to three years after you finish high school.

**Q:** What should the *desired postschool outcome statement* focus on?

**A:** The *desired postschool outcome statement* should focus on:

- Where you want to live
- What kind of job you would like
- What kind of training or education will you need for your job
- What kinds of things will you do in your free time
- How you will be part of your community.

## Your Supports

Imagine you are having a meeting to plan ways to make your dream come true. The reason for the meeting is to share your desired postschool outcome with the people who are important to you and can help make your dreams come true. Teachers, parents, counselors, employers, and friends can help you meet your desired postschool outcome and help you achieve your dreams. These are the people on your Transition IEP Team.

### Dare to Know

**Q:** What is a Transition IEP?

**A:** A Transition IEP is an Individualized Educational Plan that helps you plan for your future.

**Q:** Who are my Transition IEP Team members?

**A:** People who should be invited to every Transition IEP meeting are:

- your special education teacher (must attend)
- your local education agency (LEA) representative (must attend)
- you
- your parents
- other agency representatives
- anyone else you or your parents want to invite.

## Your Transition IEP Team

You will need to make a list of those people who can help you. In the space below list the people who can help you meet your goals and achieve your dreams. They will be the ones you want to be invited to your Transition IEP Team meeting.

### List

My Name

My Parent or Guardian

My Teacher

### Dare to Know

**Q:** Who invites participants to attend Transition IEP meetings?

**A:** A school district is responsible for inviting people to attend the Transition IEP meeting, but you can make suggestions.

# Sample Invitation Letter

Today's Date
(date)

Dear IEP Team Member's Name ,

I would like to invite you to my Transition IEP meeting. At this meeting you will hear more about me and hear my goals. The meeting will be on _____ (date) at _____ (time).

(personal comment) _____ .

Sincerely,

Your Name
Your signature

Your teacher, a staffing specialist, or the transition coordinator will be sending invitations to each person on your guest list. Your school district has a special form to be used for these purposes. However, your teacher may choose to attach a personal invitation from you. This is an example of an invitation. You can use this one or write one of your own.

# Thinking About Your Desired Postschool Outcomes (*Dreams*)

## Living Your Dream

Now let's talk about your life after you graduate from high school.

- Where will you live?
- What job will you have?
- What other training will you need?
- What will you do in your free time?
- How will you be part of your community?

**Brad is Living His Dream:**
Brad graduated from high school two years ago and is living his dream.

- Brad **lives** in an apartment he shares with a roommate.
- Brad has a **job** as a secretary in a doctor's office.
- Brad is taking Business Clerical classes at the community college in the afternoon.
- Brad and his roommate like to go to the movies for fun and to be **social**.
- Brad gets around in his **community** by using the bus.

# Where Will You Live?

Take some time to imagine where you will live. Consider the following when choosing where you will live. How will you get to work and/or school? How will you do your shopping? Is it convenient to your family and friends? Is it close to your favorite kinds of entertainment?
Circle all that apply to where you would like to live.

| Location | Type of Home | Living Arrangements |
|---|---|---|
| in the country | mobile home | foster family |
| in the mountains | barracks | parents |
| at the beach | tent | friends |
| big city | townhouse | spouse |
| small town | group home | alone |
| warm climate | house | |
| cold climate | condo | |
| in the United States | dormitory | |
| overseas | apartment | |
| University | | |

Now it is your chance to tell about where you want to live. Using the words you have circled above as a guide, describe the place you would like to live and where it will be located. What you write here will become part of your desired postschool outcome statement.

# What Job Will You Have

## Match the Job

The following is a list of jobs and job descriptions. Fill in the spaces next to each job description with a job title. The first one has been done for you.

| | | |
|---|---|---|
| **gardener** | **janitor** | **clerk** |
| **carpenter** | **welder** | **architect** |
| **mechanic** | **lawyer** | **dental assistant** |

1. A worker skilled in making, using, or repairing machines.

| m | e | c | h | a | n | i | c |
|---|---|---|---|---|---|---|---|

2. One who gives legal advice to clients and represent them in court.

| | | | | | |
|---|---|---|---|---|---|

3. One who designs and supervises the construction of buildings.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

4. One who performs such business tasks as keeping records and filing.

| | | | | |
|---|---|---|---|---|

5. Assists one who diagnoses, prevents and treats diseases of the teeth and gums.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

6. One whose occupation is constructing, finishing and repairing wooden objects and structures.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

7. One who joins metal parts by subjecting the parts to heat and sometimes pressure.

| | | | | | |
|---|---|---|---|---|---|

8. One who performs duties such as cleaning, sweeping, and making sure the building looks nice.

| | | | | | | |
|---|---|---|---|---|---|---|

9. One who cuts grass, plants flowers, and trims hedges.

| | | | | | | | |
|---|---|---|---|---|---|---|---|

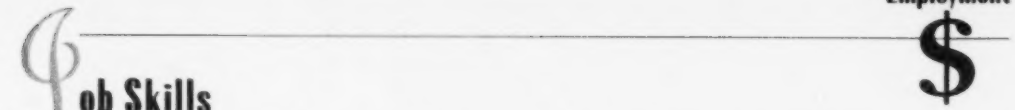
Employment $

Now it is your chance to tell about what kind of job you would like. What you write here will be part of your desired postschool outcome statement.

## Job Skills

You have important decisions to make to direct your future. Your likes and dislikes can help you make the right decisions. Here are some questions to answer that will help you make these decisions.

- Do you like to work outside?
- Do you like to work with people?
- Do you like to work with animals or plants?
- Do you enjoy doing paperwork?
- Do you consider yourself a good reader?
- Do you consider yourself a friendly person?
- Do you like to help others?
- Do you have good math skills?
- Can you count money and give change?
- Do you like to go to school?
- Do you like to work on computers?



## Job Skills

There are probably several jobs you could do. Some jobs you would enjoy doing but some you may never want to do. You know yourself better than anyone who can help you decide about your future job. Think about the questions on page 10 and make some honest decisions about what you like and do well.

In the space provided below write down some ideas on the kinds of work you might like to do and some skills you have to support these ideas.

| What I Like to Do | What I Do Not Like To Do |
|---|---|
| | |
| | |
| | |
| | |
| **Things I Do Well** | **Things I Do Not Do Well** |
| | |
| | |
| | |
| | |

## What Education Will You Need For Your Job?

Circle the job you want under the type of education needed.

| On the Job Training | University | Vocational/ Technical School | Community College | Military |
|---|---|---|---|---|
| janitor | lawyer | meat cutter | practical nurse | Navy |
| construction | physician | brick mason | dental assistant | Air Force |
| clerk | architect | mechanic | police officer | Army |
| cook | teacher | welder | | Marines |
| waitress | | electrician | | |
| | | cosmetologist | | |

If you did not find the job you want on the list provided, please add the job you want under the type of education needed. If you do not know what kind of education of training is needed for the job you want, ask your high school counselor.

Write a statement why this job would be a good choice for you.

## What Will You Do In Your Free Time?

There are many things to do when you are not working. Some people enjoy being alone or with friends and taking part in many different social events and activities. Think about some of the things you like to do in your free time.

What activities do you participate in at school (sports, acting, clubs)? List some things that you currently do or might like to try.

| Things I Do! | Things I Would Like to Try |
|---|---|
| | |

What kind of things do you like to do outside of school (write letters to friends, sell things, help friends with their problems, dance, roller skate)? List some non-school things you currently do or might like to try.

| Things I Do! | Things I Would Like to Try |
|---|---|
| | |



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What activities do you like to do with friends and family (go on dates, study together, go to movies)? List some things you currently do or might like to try.

| Things I Do! | Things I Would Like to Try |
| --- | --- |
| | |

What activities do you like to do by yourself (read, fish, do arts and crafts)? List some things you currently do or might like to try.

| Things I Do! | Things I Would Like to Try |
| --- | --- |
| | |

Put a check mark ( ✔ ) by the activities below that sound like something you would like to do.

| | | |
|---|---|---|
| make clothes | sell cars | design buildings |
| model clothing | draw a picture | buy items to be sold |
| repair cars | use computers | teach |
| write stories | create new food dishes | other |

How can you get involved in new activities you would like to try (call a friend, ask a teacher, look in the phone book)? List some ways to get involved in the activities you would like to try.

| Things I Would Like to Try | Ways I Can Get Involved |
|---|---|
| | |

Now it is your chance to tell about how you like to have fun. What you write here will be part of your desired postschool outcome statement.

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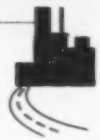


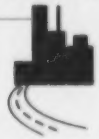
## Helping Others in Your Community!

Sometimes the things you enjoy doing can help others in your community.

For instance if you enjoy reading you may want to volunteer at a preschool and read to the children.

List five things you like to do. Think of a way you can use those activities to help others in your community.

| Things I Like to Do | How I Can Use Them to Help Others |
|---|---|
| | |
| | |
| | |
| | |
| | |



# How Will You Get Around in Your Community?

When taking part in your community you must think about how you will get around. This activity will help you decide which ways are best for you.

What do you need to know before you ride the bus?

- ❒ routes
- ❒ cost
- ❒ hours of operation
- ❒ bus stop location
- ❒ _____
- ❒ _____

What other ways are there for you to get from one place to another in your community?

- ❒ walking
- ❒ biking
- ❒ skating
- ❒ moped
- ❒ _____
- ❒ _____

Listed below are some of the steps required to get a driver's license. Put a **1** in front of the first step. Put a **2** in front of the second step. Keep numbering the steps in the correct order until they are all numbered.

_____ Take your driving test.

_____ Go to the Division of Motor Vehicles and ask what you must do to get your driver's license.

_____ Study the driving rules.

_____ Get a learner's permit.

_____ Take driver's education.

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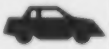
**How would you get there from your house?**

| If you were going to: | Walk | Bike | Car  | Airplane | Bus |
|---|---|---|---|---|---|
| Miami Beach | | | | | |
| Disney World | | | | | |
| St. Augustine | | | | | |
| State of Florida Capitol Building | | | | | |
| Library | | | | | |
| Grocery store | | | | | |
| School | | | | | |
| Work | | | | | |

Now it is your chance to tell about what you would like to do to take part in your community and how you will travel around while doing it. What you write here will be part of your desired postschool outcome statement.

## Your Desired Postschool Outcomes (Dreams)

O.K., now you have some ideas about where you would like to live, what kind of job you would like to have, what kinds of things you would like to do in your free time, and how you will be a part of your community.

Using the information in all the desired postschool outcome statements "◯" you have just completed, what can you tell your Transition IEP Team about yourself? Include the following areas: where you want to **live**, the **job** you would like, the things you would like to do to be **social**, and how you will take part in your **community**.

When I finish high school, I would like to...

**This is your dream statement, also known as your desired postschool outcome statement. The desired postschool outcome statement you write in the 12th grade may look a lot different from the ones you wrote two or three years ago. The closer you are to high school graduation, the more detailed and realistic they should be.**

# Reaching Your Desired Postschool Outcomes (*Dreams*)

# What is Best About You?

Sharing what is best about you with your Transition IEP Team will help them to set goals for you to reach your dreams.

Look at the areas listed below. Think about the skills and personal qualities you have in each of these areas. Think of some things you could be better at in each of these areas. As you think about these things, remember your desired postschool outcome statement.

Read the lists below and put a circle around those you think you do well. Please add any others that may not be listed.

**Skills for independent living**

responsible
self confident
know safety rules
know emergency procedures
other _____
_____
_____

**Skills for the work world**

dependable
willing to work hard
responsible
prompt
other _____
_____
_____

**Skills for having fun**

friendly
cooperative
respectful of others
self confident
other _____
_____
_____

**Skills for community participation**

law-abiding
able to drive
able to ride the bus
respectful of others
other _____
_____
_____

# How You Learn Best

**Circle your top choice for each question.**

1. The activities I learn best from are:
   - a. reading
   - b. listening
   - c. taking notes
   - d. watching
   - e. talking things out
   - f. writing a report
   - g. giving oral reports
   - h. working out problems
   - i. working on projects in a lab
   - j. working on projects in a shop
   - k. filling out worksheets or study guides
   - l. other _____
   - m. other _____
   - n. other _____

2. Materials or things that help me learn are:
   - a. flash cards
   - b. dictionary or Spelling Ace
   - c. calculator or multiplication chart
   - d. games
   - e. language master
   - f. tape recorder
   - g. movies or film strips
   - h. typewriter
   - i. computer
   - j. charts, graphs, or pictures
   - k. other _____
   - l. other _____
   - m. other _____

3. I learn best when I work:
   a. by myself
   b. myself and a teacher
   c. with a tutor
   d. with another student
   e. other _____
   f. other _____

4. I learn best in the following groups:
   a. large groups for lectures
   b. small groups (4-6 people)
   c. small groups (2-4 people)
   d. on my own
   e. other
   f. other _____

5. When I take tests, I do best on:
   a. multiple-choice, true/false, or matching tests
   b. short-answer or essay tests
   c. open note or open notebook tests
   d. take home tests
   e. oral tests, when I do not have to write things down
   f. other _____

# Requirements for Graduation

Where can you go to find out what the graduation requirements for your high school are? Who can you ask?

**Now** go ask. Find out what your requirements are.
List the graduation requirements for your high school.

What classes do you need to take or what do you need to learn **this year** to help you meet these requirements?

Now it is your chance to tell about what you would like to learn in school. Remember to think about your skills, personal qualities, and how you learn best.

## More About You

Now write down what you want the Transition IEP team to know about you, your likes and dislikes, how you learn, and what you can do academically:

This information will help you and your Transition IEP team to set goals for reaching your dreams.

### Dare to Know

**Q:** What does *present level of performance* mean?

**A:** Your *present level of performance* will describe where you are in working toward your dream.

**Q:** What should my *present level of performance* describe?

**A:** Your *present level of performance* should describe:

- what you like to do
- what you do well
- what you need to improve.

## Making Your Dreams Come True

During your Transition IEP meeting, your desired postschool outcome statement is shared with your Transition IEP Team. The reason for the meeting is to share your dreams with the people who are important to you and who can help you set *goals* to make your dreams come true.

### Dare to Know

**Q:** What is an *annual goal*?

**A:** An *annual goal* should state what you will need to do in the next year to progress toward your dream.

**Q:** How do I develop an *annual goal*?

**A:** You work with your Transition IEP Team members who can help you to find the steps you must take to reach your dreams.

**Q:** What areas of my life should be addressed in the *annual goal*?

**A:** Your *annual goal* must address the needs in your life. There are no general needs that apply to everyone. Your needs are different from anyone else's. These needs must come from every area of your life including:

- instruction
- community experiences
- employment/training
- postschool/adult living, and if needed
- functional vocational evaluation
- daily living skills.

**Q:** Who is responsible for helping me reach my *annual goals*?

**A:** Everyone on your Transition IEP Team, including you!

# Congratulations!

You have successfully identified your dreams and learned how to reach them. Now you can tell others about what you want to do when you leave high school.

This Certificate is Awarded to

_____

for

Daring to Dream

on this _____ day of _____, 199__.

In recognition for Completion of the

Student's Guide to Transition Planning.

_____ _____

Parent Teacher

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# Notes

# Dare to Dream

## A Guide to Planning Your Future

A Student's Guide to Transition Planning

**Teacher's Guide**

Florida Department of Education
Division of Public Schools
Bureau of Student Services and Exceptional Education (BSSEE)
1993

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Gainesville, Florida 32611-2053

The **Dare to** *Dream* guide was designed for high-school-age students with mild disabilities. Its purpose is to stress the importance of student involvement in planning their future. The activities in this guide will help the student with disabilities begin to think about the decisions they will be making regarding their future. The information they compile while completing this guide will help facilitate the involvement of the student in their transition planning. Students should be encouraged to use this information to participate fully in the Transition IEP process.

## Suggestions for Teachers

This teacher's guide is designed to provide suggestions for use of the **Dare to** *Dream* guide and its activities. These are only suggestions. Teachers are encouraged to incorporate their own activities and adapt activities to suit their students' needs and abilities. Scripted instructions which include directions from the student guide, have been provided in italics for your convenience. However, you may choose to paraphrase or adapt these instructions to meet your students' ability levels.

### Dare to *Know*

There are **Dare to** *Know* boxes throughout the booklet. Go over the information in each box with the student. Take a moment to discuss the importance of the information in the boxes with the students. Information in the boxes include:

- IDEA
- definition of "transition"
- desired postschool outcome statement
- Transition IEP

- Transition IEP members
- present level of performance
- annual goals.

You may choose to read the information in each box or have students read the information either aloud or silently. Then, take a moment to discuss the information in each box.

## Introduction (see page 3)

*The time has come to begin building your dream for your future. The activities in this booklet will help you to begin thinking about the decisions you will be making. Throughout this book, you will find* **Dare to Know** *boxes like the one on page 1 that give you important information you need to know to plan your dream. Make sure you take time to read this information.*

**Dare to Know**

## Your Transition (see page 4)

*You are in the process of going through the transition from being a student to becoming an adult member of your community. The activities in this booklet have been designed to help you plan for your future dreams.*

**Dare to Know**

## Your Dream (see page 5)

Have students think about and discuss their own dreams for the future. This discussion should touch on the following:

- where they will live
- what kind of job they would like
- what types of recreation they enjoy
- what types of transportation are available to them
- what personal qualities they have
- what they do well, academically & otherwise.

An alternative activity would be to have them make a collage showing pictures of the above.

*What is your dream? What kind of job would you like to have? What kinds of things do you like to do for fun? How will you get around in your community? This booklet will help you answer these and other questions by helping you write your desired postschool outcome statement and take an active role in your own Transition IEP.*

**Dare to Know**

## Your Supports (see page 6)

*Imagine you are having a meeting to plan ways to make your dream come true. The reason for the meeting is to share your desired postschool outcomes with the people who are important to you and can help make your dreams come true. Teachers, parents, counselors, employers, and friends can help you meet your desired postschool outcomes and help you achieve your dreams. These are the people on your transition IEP Team.*

Have students reflect on the dream they discussed earlier. Compile a list of the numerous people who can assist them in making their dreams a reality.

Dare to Know

## Your Transition IEP Team (see page 7)

On the Transition IEP List, have the students list those individuals that can assist them with their individual dreams. Remind them that they may have input on who attends, but do not make the final decision.

*You will need to make a list of those people who can help you. In the space below list the people who can help you meet your goals and achieve your dreams. They will be the ones you want to be invited to be on your Transition IEP Team.*

Dare to Know

## Sample Invitation Letter (see page 8)

Explain that this is just a sample letter. Some districts have their own forms for these purposes; however, a personal invitation from the student can be attached. The teacher may also have students complete district forms that are used for this purpose.

## Living Your Dream (see page 11)

Lead class in a discussion of postschool goals.

*Now, let's talk about your life after you graduate from high school. Where will you live? What job will you have? What other training will you need? What will you do in your free time? How will you be part of your community?*

Read or have a student read Brad's dream.

## Where Will You Live? (see page 12)

Some students may not be familiar with some of the terms. Lead discussion and assist students in defining terms.

Example—Discuss differences between an apartment and a condo. Describe dormitories and where they are usually located.

*Take some time to imagine where you will live. Consider the following when choosing where you will live. How will you get to work and/or school? How will you do your shopping? Is it convenient to your family and friends? Is it close to your favorite kinds of entertainment? Circle all that apply to where you would like to live.*

Allow time for students to circle all that apply to where they would like to live.

*Now it is your chance to tell about where you want to live. Using the words you have circled above as a guide, describe the place you would like to live and where it will be located. What you write here will become part of your desired postschool outcome statement.*

## What Job Will You Have? (see page 13)

*The following is a list of jobs and job descriptions. Fill in the spaces next to each job description with a job title. The first one has been done for you.*

### Match the Job (see page 9)

The answers to "Match the Job" are:

1. mechanic
2. lawyer
3. architect

4. clerk
5. dental assistant
6. carpenter
7. welder
8. janitor
9. gardener

*Now it is your chance to tell about what kind of job you would like. What you write here will be part of your desired postschool outcome statement.*

## Job Skills (see pages 14 & 15)

Discuss reasons why it is important for people to know what they are good at.

Example—if you like working with children you may consider working in a daycare center. If you are frightened of or allergic to animals you may not want to consider working in a kennel. If you love working outdoors you may want to consider being a gardener or park ranger.

*(page 14) You have important decisions to make to direct your future. Your likes and dislikes can help you make the right decisions. Here are some questions to answer that will help you make these decisions.*

- *Do you like to work outside?*
- *Do you like to work with people?*
- *Do you like to work with animals or plants?*
- *Do you enjoy doing paperwork?*
- *Do you consider yourself a good reader?*
- *Do you consider yourself a friendly person?*
- *Do you like to help others?*

- *Do you have good math skills?*
- *Can you count money and give change?*

*(page 15) There are probably several jobs you could do. Some jobs you would enjoy doing but some you may never want to do. You know yourself better than anyone who can help you decide about your future job. Think about the questions on page 14 and make some honest decisions about what you like and do well.*

*In the space provided below page 15 of the student book, write down some ideas on the kinds of work you might like to do and some skills you have to support these ideas.*

## What Education Will You Need For Your Job? (see page 16)

*Circle the job you want under the type of education needed. If you do not find the job you want on the list provided, please add the job you want under the type of education needed. If you do not know what kind of education or training is needed for the job you want, ask your high school counselor.*

Allow time for students to complete the activity.

*Now write a statement why this job would be a good choice for you.*

## What Will You Do In Your Free Time? (see page 17-19)

Draw the following chart on the board or overhead transparency:

Have students describe things they like to do in their free time and categorize them using the chart. Students may use descriptions from the chart or think of others to complete the "What Will You Do In Your Free Time?" activity.

| | Things You Do | Things to Try |
|---|---|---|
| At School | | |
| Outside of School | | |
| With Friends and Family | | |
| By Yourself | | |

*There are many things to do when you are not working. Some people enjoy being alone or with friends and taking part in many different social events and activities. Think about some of the things you like to do in your free time.*

*(page 17) In the first two boxes provided, list some things that you currently do or might like to try while in school.*

Allow time for students to complete first two boxes on page 17.

*In the remaining boxes on page 17, list some non-school things you currently do or might like to try.*

*(page 18) In the top boxes on page 18, list the things you do or might like to try with friends and family.*

Allow time for students to complete first two boxes on page 18.

*In the remaining two boxes on page 18, list the things you do or might like to try by yourself.*

*(page 19) Put a checkmark by the activities on the top of page 19 that sound like something you would like to do. Then, in the boxes provided list some things you would like to try and some ways to get involved in the activities you would like to try.*

Allow time for students to complete the activity.

*Now it is your chance to tell about how you like to have fun. What you write here will be part of your desired postschool outcome statement.*

## Helping Others in Your Community (see page 20)

Discuss how people can often use their skills and interests to help others in their community. Give examples of activities a person can enjoy doing and how that activity can be used to help others.

Example—If you like dogs, you may volunteer to walk an elderly person's dog for them.

Example—If you like to shop, you may volunteer to go to the store for a busy mom with small children.

Example—If you like to do carpentry or masonry you may want to join a group like "Habitat for Humanity" and help build homes for the homeless. *Sometimes the things you enjoy doing can help others in your community. For instance, if you enjoy reading, you may want to volunteer at a preschool and read to the children.*

*List five things you like to do. Think of a way you can use those activities to help others in your community and list those ways next to the things you like to do.*

There are many other examples. Please do not feel limited to using just these three. You may want to solicit a few examples from students. You may need to remind students that they may use the lists from the previous activity if they are unable to think of at least five things that they like to do.

## How Will You Get Around In Your Community? (see page 21)

*When taking part in your community, you must think about how you will get around. This activity will help you decide which ways are best for you.*

*Can you afford a car based on your expected salary? (Consider car payments, insurance, maintenance, gas & parking.)*

*Would some other methods of transportation be less expensive? (Consider cost for taxi, bus, biking, walking, etc.)*

*Would some other methods of transportation be more convenient? (Consider places you will need to go, how often you will need to go there and the time of day/night you will be going there.)*

*Can you legally drive a car? (Consider your age, vision, types of medication you may be taking.)*

*Is a car the best choice for you?*

*Is the bus a better choice for you?*

*Must you have a driver's license to legally drive a car?*

*Now answer the following questions.*

*What do you need to know before you ride the bus?*

*What other ways are there for you to get from one place to another in your community?*

*Listed below are some of the steps required to get a driver's license. Put a 1 in front of the first step. Put a 2 in front of the second step. Keep numbering the steps in the correct order until they are all numbered.*

Answer Key.

5 Take your driving test.
1 Go to the Division of Motor Vehicles and ask what you must do to get your driver's license.
2 Study the driving rules.
3 Get a learner's permit.
4 Take driver's education.

### How Would You Get There From Your House? (see page 22)

*There are many places you might want to go and many ways to get there. Several places have been listed below. Next to each place, put a checkmark under the best way for you to get there from your house.*

Answers will vary.

*Now it is your chance to tell about what you would like to do to take part in your community and how you will travel around while doing it. What you write here will be part of your desired postschool outcome statement.*

### Your Desired Postschool Outcomes (Dream) (see page 23)

This activity is designed to assist students in developing their desired postschool outcome statement. Discuss the areas covered previously. Give

an example of several postschool outcome statements. Have students identify the areas covered in each example statement. Have students write their own statements. Remind them to try and include each area. Explain to the students that this page contains information that will be useful for them to take to their next Transition IEP meeting.

Example postschool outcome statements:

Taylor desires to work in a daycare center, share an apartment with a friend, use community recreational facilities, and have a network of friends.

Leslie desires to become a master carpenter, own her own woodworking business, buy her own home, and travel with friends.

Other examples can be found in the Transition: The IDEA Way Implementation Guide.

*O.K., now you have some ideas about where you would like to live, what kind of job you would like to have, what kinds of things you would like to do in your free time, and how you will be a part of your community.*

*Using the information in all the desired postschool outcome statements you have just completed, what can you tell your Transition IEP Team about yourself? Include the following areas: where you want to live, what jobs you would like, which things you would like to do to be social, and how you will take part in your community.*

*This is your dream statement, also known as your desired postschool outcome statement. The desired postschool outcome statement you write in the 12th grade may look a lot different from the one you wrote two or three years ago. The closer you are to high school graduation, the more detailed and realistic it should be.*

## What is Best About You? (see page 27)

Put each category of skills on a chart, poster board or overhead transparency. Seat students in semicircle, facing list of skills. Have each student state a skill from the list that they think best describes them and tell why. If a student states an appropriate skill for that category that is not on the list they get to choose the next person to respond. Students may be called on more than once. When each student has responded at least once to each category have them complete the "What is Best About You?" activity.

*Sharing what is best about you with your Transition IEP Team that will help them to set goals for you to reach your dreams.*

*Look at the areas listed below. Think about the skills and personal qualities you have in each of these areas. Think of some things you could be better at in each of these areas. As you think about these things, remember your desired postschool outcome statement.*

*Read the lists below and put a circle around those you think you do well. Please add any others that may not be listed.*

## How You Learn Best (see page 28-29)

Discuss learning styles and help students discover their own learning styles before completing the "How You Learn Best" activity.

*Circle your top choice for each question.*

## Requirements for Graduation (see page 30-31)

Discuss the types of diplomas available in your school. What type will the student be getting? Who can help the student with this decision?

Common diploma options:

Standard Diploma

Special Diploma

Gold Star Diploma

*Answer the questions on pages 30 and 31. Please raise your hand if you need assistance.*

Students may need individual assistance with these two pages.

*Now it is your chance to tell about what you would like to learn in school. Remember to think about your skills, personal qualities, and how you learn best.*

## More About You (see page 32)

Have students think about each area addressed in their desired postschool outcome statement and write a present level statement that addresses where they are or what they can do in reference to each area. Explain to the students that this page contains information that will be useful for them to take to their next Transition IEP meeting.

*Now write down what you want the Transition IEP Team to know about you, your likes and dislikes, how you learn, and what you can do academically.*

This information will help you and your Transition IEP Team to set goals for reaching your dreams.

## Making Your Dreams Come True (see page 33)

*During your Transition IEP meeting, your desired postschool outcome statement is shared with your Transition IEP Team. The reason for the meeting is to share your dreams with the people who are important to you and who can help you set goals to make your dreams come true. If you really want to make your dreams come true please attend your next Transition IEP Meeting.*

## Congratulations!

You and your students have successfully completed the **Dare to** Dream Guide. Don't forget to sign and issue certificates.